

MODULE 2:

TEACHING STRATEGIES



MODULE 2:

What are Instructional Approaches?

- Instructional approaches are the strategies that teachers use to help children learn.
- Activities are the vehicles to carry out the strategies.



MODULE 2:

Instructional Approaches: 5 Key Areas for Quality

1. Use of **Responsive Interaction** style to support learning
2. **Content** that predicts reading success
3. Planning that takes advantage of recent brain research: development of **memories**
4. A **balance** of teaching strategies
5. Flexible **groupings** of children for learning- one-to-one, small groups, large groups

MODULE 2:

Focus of Teacher Attention:
Responsive Style + Content Plan

Build Experiences:
Memories + Balance + Variety in
groupings



MODULE 2:

Responsive Interaction Style



Social
relationships
support
cognitive
readiness

MODULE 2:

The importance of consistently high levels of interactions throughout early childhood

**Vygotsky described
origins of independent
functioning:
Learning in supportive
social context**



MODULE 2:

SCAFFOLDING:

Teachers/Caregivers provide specialized support

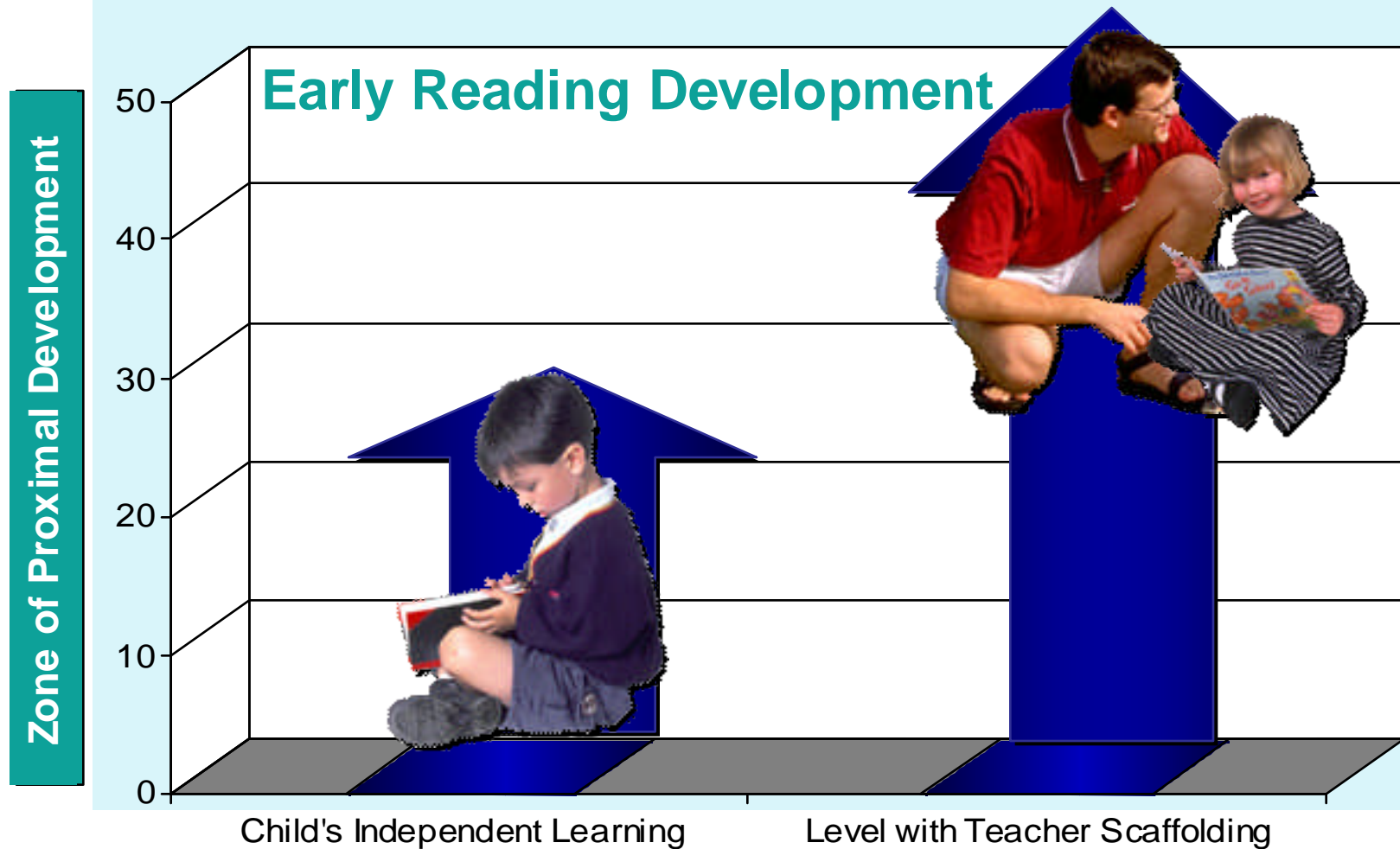
CHILD'S LEARNING ABILITY



S C A F F O L D I N G

MODULE 2:

How Can Teachers Help Young Children Learn



What does scaffolding look like?

- Rich language input
 - Using labels for objects & actions
 - Providing explanations & rationales
 - Frequent book reading on many topics
- Responsiveness to children's signals
- Maintaining and building on interests
- Fewer restrictions
- More choice providing strategies
- Adapting support to child's changing needs

Content

Goal:
Bring content
together with
responsive
interaction style



MODULE 2:

Three Key Domains Research Says Predict Reading Success



Oral Language

They acquire vocabulary that informs them about the world; they use language to construct relationships and categories, to figure things out, and to solve problems. They also use language to express ideas and participate in social contexts.



Phonological Awareness

They demonstrate sensitivity to, manipulation of, and use of sounds in words.

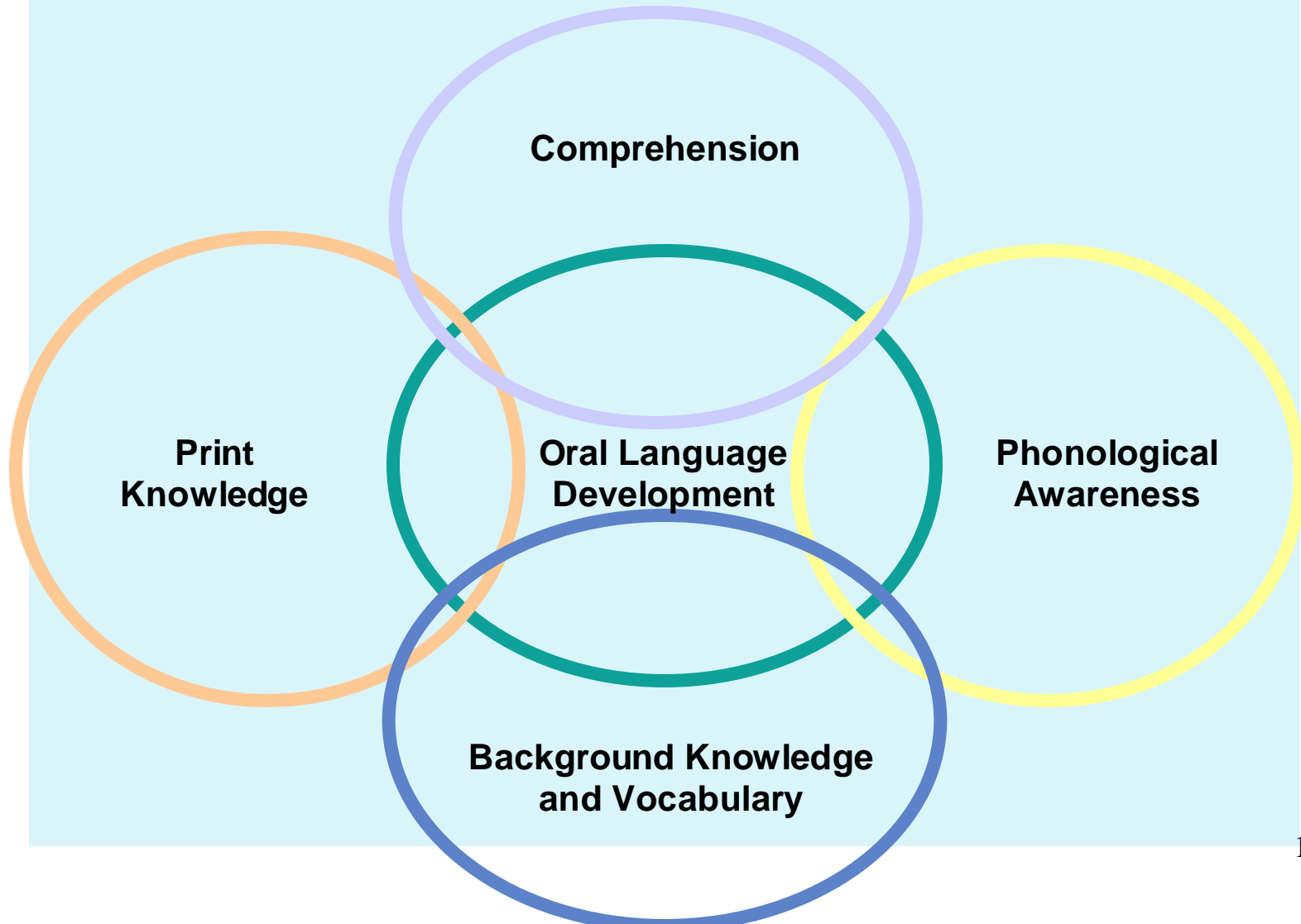


Print Knowledge

They demonstrate knowledge of the units of print (letters, words) and ability to translate print to sound and sound to print (letter-to-sound) and understanding of book and print concepts.

MODULE 2:

Children learn more effectively when teachers make use of the **overlap in these skill areas**



**Incorporating what research
tells us about the appropriate
developmental sequence within
content areas**



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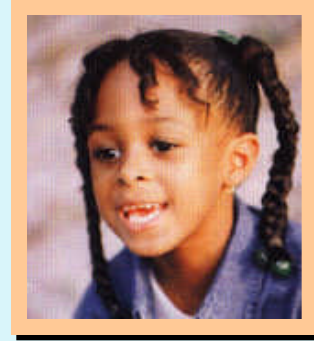
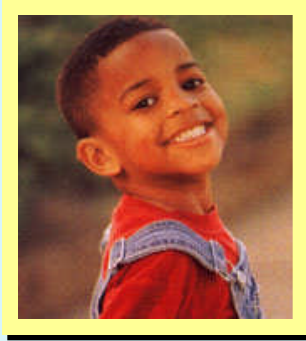
Phonological Awareness



Alliteration
Rhyming
Listening

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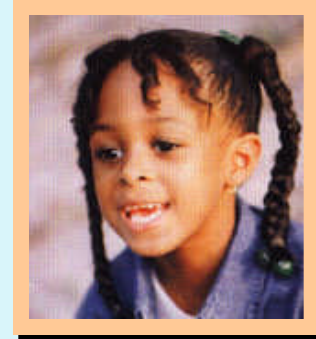
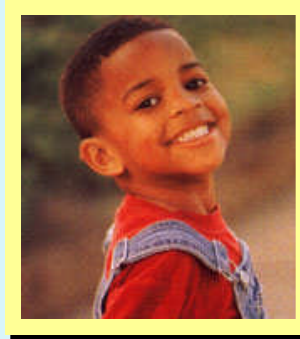
Phonological Awareness



Phoneme
Onset-Rime
Syllabication

MODULE 2:

Phonological Awareness



Phoneme

Onset-Rime

Syllabication

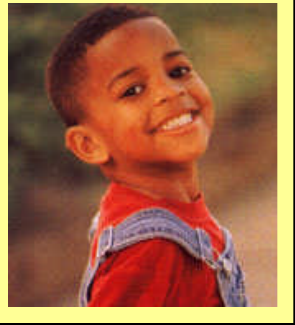
Alliteration

Rhyming

Listening

MODULE 2:

Developmental Progression: Younger



Language Level:

Expresses ideas with one to two word utterances

Book Knowledge Level:

- point to pictures
- turn pages

Comprehension Level:

- demonstrates understanding through facial expressions
- asks simple questions
- “reads” environmental print

MODULE 2:

Developmental Progression: Mid

Language Level:

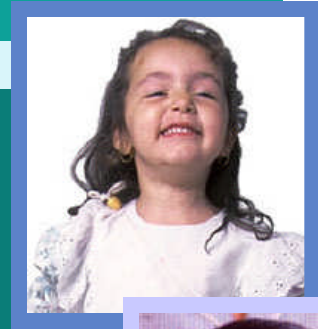
- Talks in complete sentences and has a vocabulary of 1500 words

Book Knowledge Level:

- understands front and back of book
- appropriate book handling
- tracks print from left to right, up to down

Comprehension Level:

- answers simple questions
- acts out simple story sequence
- seeks out opportunities for engagement with books, including non-fiction



MODULE 2:

Developmental Progression: Just right!



Language Level:

Explains past events in detail to others and has a vocabulary of 3000 words

Comprehension Level:

- retell simple story
- make predictions about what comes next in the book
- journal writing related to story
- draw conclusions about feelings of story characters
- pretend reads books on own

MODULE 2:

Dialogic Reading

A shared reading technique that has been proven to develop language and literacy skills in preschool children.

Adults read “with” children talking about the book as they read .

PEER Strategies:

Comprehension Interactions including Question Prompts (CROWD)



MODULE 2:

PEER Comprehension Interactions

Prompt

Evaluate

Expand

Repeat



PEER Question Prompts

Completion

Recall

Open-ended

Wh-(what, where, why)

Distancing



MODULE 2:

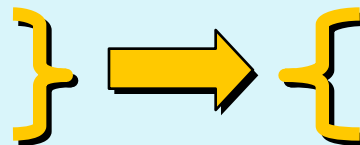
Link Preschool Skills to Kindergarten Skills

Connect expectations to those that lay ahead...

Early Reading

Preschool

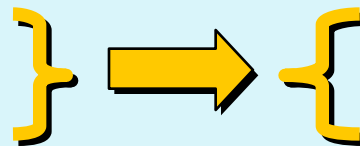
- oral language
- background knowledge



Primary Grades

- reading vocabulary
- reading comprehension

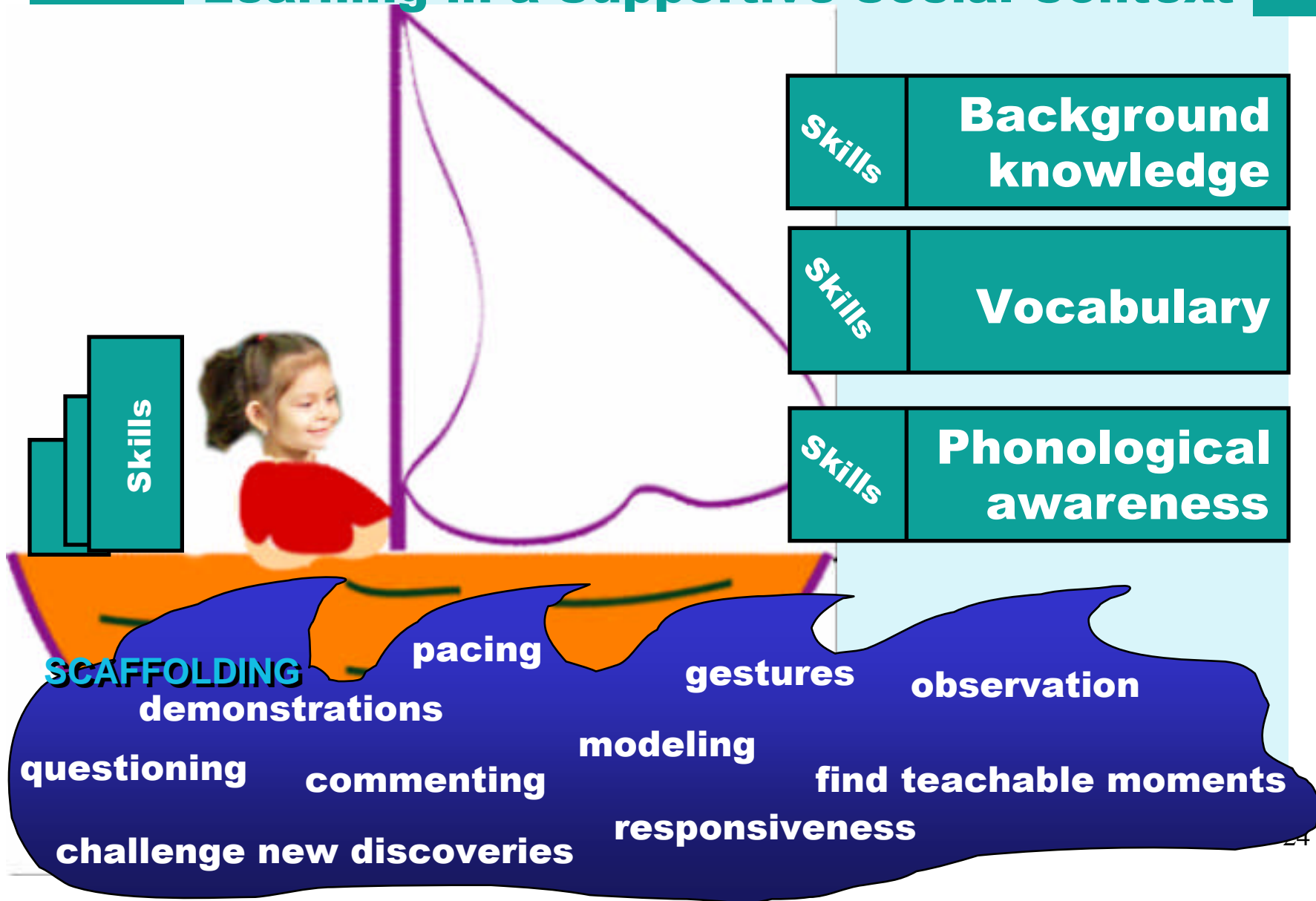
- phonological processing
- print knowledge



- decoding of words
- fluency and spelling

MODULE 2:

Learning in a Supportive Social Context



MODULE 2:

Efficient Development of Memories



Planning that
builds on
recent brain
research

MODULE 2:

Teacher planning that builds background knowledge

“Time Windows”: child develops networks of associations with repeated learning experiences that are related in content

Example

Major Content Area: Social Studies

Sub-Content Area: Construction

New Vocabulary: architect, carpenter, hammer, roof, concrete, bulldozer, ladder

MODULE 2:

Teacher planning that efficiently builds background knowledge

How This Looks Across the Day

Time 1
(8:00 AM)

Circle Time

Students report on trip to construction site, discuss target vocabulary

Time 2
(9:30 AM)

Read Aloud

Book on building a house with vocabulary discussion

Time 3
(10:00 AM)

Writing Center

Class made books of field trip to construction site

MODULE 2:

How books build understanding of vocabulary

Suggested book titles for younger children

- **Building a House**, by Byron Barton
- **Bob the Builder**, by Barry Goldberg
- **Working Hard with the Mighty Tractor and Bulldozer**, by Justine Korman

MODULE 2:

Efficient Development of Memories

Bringing the theme into the classroom

Block Center

Books about construction and objects that allow for “construction” play

Writing Center

Make a class book about things you build that start with the letter h
example: hospital, house, hotel

Listening Center

Syllabication game
Look at construction pictures and tally number of syllables

Individual
Progress
Monitoring
and
Re-teaching

MODULE 2:

Balance of Teaching Strategies

Direct and
Indirect
Instruction



MODULE 2:

Direct & Indirect Instruction



Teaching alliteration –
Beginning sounds of words

Large group:

Read Aloud
“A My Name
is Alice”

Small group:

Teacher and
student use
mirror to
practice
alliteration

Teaching alliteration –
Beginning sounds of words

- Puppet play that focuses on beginning sounds
- Writing activity – class made book on beginning /p/ sound
- Transitions, songs and games like Willabee Wallabee Walice

MODULE 2:

There is no one approach to teaching.

Young children learn most effectively if they are engaged in constructing knowledge. This is commonly described as hands-on activities, child discovery, building on child's interests, etc.

- Match strategy with the objective of the teaching goal.
- Provide explicit instruction along with child guided activities.
- Take advantage of teachable moments, opportunistic teaching.
- Set the stage for and join in purposeful play.



MODULE 2:

Flexible groupings of children for learning



One on one
Small groups
Large Groups

MODULE 2:

All children benefit from participation in flexible grouping.

One-on-one:

Provides teacher opportunity to individualize instruction and meet special needs

Small groups:

Allows children more opportunity for talking
Provides teacher opportunity for scaffolding
Encourages hands-on activities, child discovery

Large groups:

Builds a sense of community
Sets the stage for the introduction of theme, information about new concepts, and review

MODULE 2:

Children's identification with a group never becomes stagnant but remains fluid.

How do we help second language learners?

Children learning English benefit by participating in a variety of groupings: by language ability, with English speakers, by interest, etc.

How do we help children with advanced skills or concepts in a topic?

Create challenging tasks for small groups of children who can delve deeper. Provide opportunities for extending learning beyond regular classroom activities.

MODULE 2:

Instructional Approaches Summary

Large group: Read Aloud “A My Name is Alice”

Responsive interaction style:

Engaging tone of voice, pacing based on listening abilities, responding to children’s interests, encouragement of their efforts

Content:

Building toward phonological awareness (e.g. alliteration to onsets)

Planning that takes advantage of recent brain research/memory development:

Center and individual activities that follow the book read and build on phonological awareness skills introduced by the book

Balance of teaching strategies:

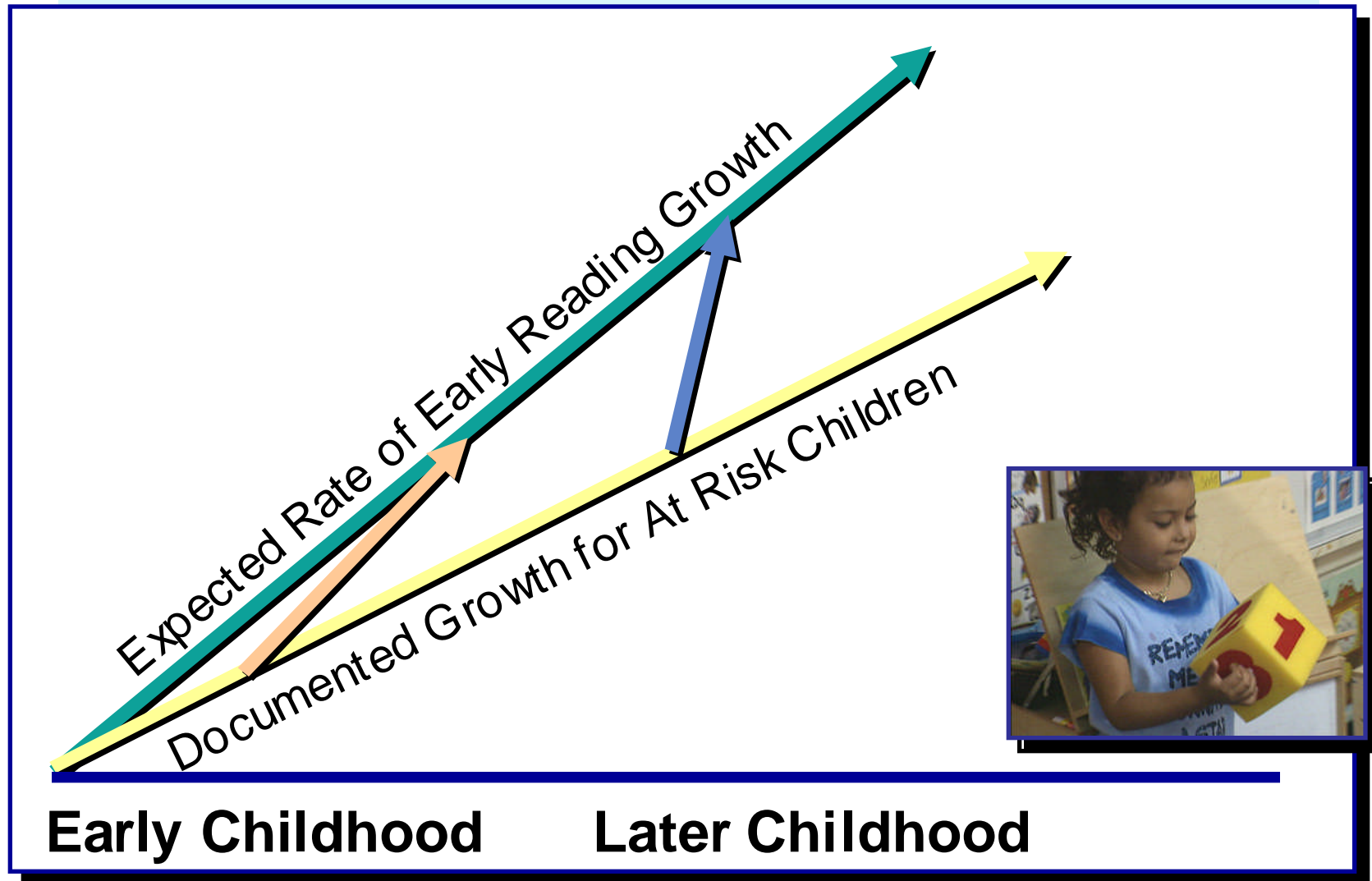
Teacher incorporates direct and indirect instruction related to alliteration

Flexible groupings of children for learning:

Teacher groups children in large group for book reading and small groups for center activities and individualized work on alliteration skills

MODULE 2:

Starting Earlier Makes Getting There Easier!



MODULE 2:

Links to Other Even Start Components

Parenting Education:

Provide parents with games and activities to reinforce work with sounds; introduce and encourage library use and parents sharing books with their children (scaffold, practice); build parents' vocabulary.

Parent-Child Interaction:

Provide supervised practice with phonological awareness and book sharing for comprehension.

Adult Education:

Practice with phonemes; distinguishing similar sounds; accurate pronunciation of sounds. Focus on discrete sounds by making materials to use with children.